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ABSTRACT

The guide was intended for use by teachers of learning disabled students involved in assessment procedures. A philosophical framework, in which assessment is viewed in the ongoing team process, is followed by review of Wisconsin's rules on the identification of learning disabilities. A report format is presented as an outline for consolidating information in the assessment process. Sample formats follow for classroom teacher reports (including specific performance summaries and referring teachers' behavioral checklists). Classroom observation forms include guidelines for measuring the educational environment and student behavior. Multidisciplinary team guides focus on eligibility criteria while additional guidelines address the role and functions of diagnostic teaching. A section on testing considers underlying assumptions, notes things the evaluator should look for during testing, and lists tests in major academic areas. A chart depicts information on the technical adequacy (norms, reliability, and validity) of intelligence, achievement, perceptual-motor, behavior, personality, adaptive behavior, and language tests. Two final sections list readings on assessment and define commonly used terms. (CL)

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EVALUATION

LD ASSESSMENT GUIDE

NAME: _____ SCHOOL DISTRICT: _____

POSITION: _____ YEARS OF LD TEACHING EXPERIENCE: _____

ADDRESS: _____

1. Using 1 to equal most important and 4 to equal least important, rank order the following purpose statements on their relative importance to you in your use of the manual.

   _____ assure greater attention to state regulations regarding LD criteria

   _____ increase the consistency of LD assessments across the state

   _____ unify the body of knowledge about LD assessment presently available

   _____ other (explain:)

2. Does your philosophy of assessment differ from the one presented in the handbook?

   _____ No

   _____ Yes (Explain:)

3. How do you expect to use this handbook (immediate and long-range?)

HS:dg
9/83

4. How useful to you is it to include the Wisconsin LD criteria in Section II?

5. What modification(s), if any, would you make to the LD assessment report format (Section III)?

6. How would you compare the sample teacher reports and guides in Sections IV and V to what you are currently using?

7. Are the M-team guides in Section VI substantially different from what your district uses?

_____ No

_____ Yes (How?)

8. Read the introduction to diagnostic teaching (Section VII) on page 39 List two things you would like to learn from this section.

1)

2)

Did you receive the information you sought?

_____ Yes

_____ No (Explain)

9. Read the introduction to testing (Section VIII) on page 43. List two things you would like to learn from this section.

1)

2)

Did you receive the information you sought?

_____ Yes

_____ No (Explain)

10. Please suggest an additional reading to Section IX that you would recommend to your peers.

11. Please suggest any additions/deletions to the terms found in Section X.

12. What other personnel in your school system might use this guide?

13. Are there any other additions, deletions, modifications or overall suggestions that you have for this handbook?

EDUCATIONAL ASSESSMENT

A GUIDE FOR TEACHERS OF THE LEARNING DISABLED

A teacher handbook that presents a philosophy of educational assessment and resources for doing assessments in the area of learning disabilities.

Wisconsin Department of Public Instruction

Herbert J. Grover, State Superintendent of Public Instruction

Victor J. Contrucci, Assistant Superintendent
Division for Handicapped Children and Pupil Services

Bulletin No. 4132

This assessment guide was developed by the Wisconsin Department of Public Instruction for use by teachers of the learning disabled. The guide first presents a philosophical basis for educational assessment. It then goes on to provide assessment resources including the pertinent rules, report formats, observation guides, lists of tests, a review of test validity, and definitions of assessment terms.

This first printing is to be considered a public draft. It is intended that the guide will be modified based upon consumer input prior to reprinting.

The publication was developed in part with funds from the State of Wisconsin under Public Law 94-142, Education for All Handicapped Children Act, Project No. 141-02-21-45-255, titled "Statewide Comprehensive Training" under Document No. D008200050, U.S. Department of Education.

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Several of the materials in this guide were taken and/or adopted from similar guides developed in Texas and Michigan. Other materials have been adapted from forms used by school districts in Wisconsin. We are thankful to all for their work and ideas.

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap, or national origin.

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INTRODUCTION

Assessment of student needs is one of the most difficult, and yet most important tasks, that teachers have. Good assessment leads to good instruction and better learning. This guide is intended as a resource for Wisconsin's teachers of the learning disabled. It should provide a better understanding of the nature of assessment and give practical assistance for student assessment. Given the needs of teachers of the learning disabled, the major focus of this guide is on M-team assessment, but there is clear recognition that M-team assessment is but a part of the educational assessment process.

The first section of the guide introduces a philosophical framework for assessment. It is immediately clear that assessment is more than test giving and interpreting. This framework is offered because it is ecological, organized, and comprehensive in nature. Assessment is ongoing and it is goal directed to increase student learning. Without such a goal it ceases to have meaning in an educational context. The philosophical framework should provide one with a better understanding of assessment, the information that needs to be gathered, and the way that information should be used.

As mentioned above, the major focus of this guide is on M-team assessment of students referred as learning disabled. This document should help ensure greater attention to the state criteria and more consistent assessment of learning disabilities in Wisconsin. To that end, this guide contains information on state criteria, observations, testing, forms, etc. All forms or guides are offered only as examples. None are official forms and none are required. We do invite the reader's specific attention to "Learning Disabilities Assessment Report Format" in Section III. This format provides an outline of the essential information that the evaluator (learning disabilities teacher) is to include in an assessment report on a student suspected of having a learning disability.

The format of this guide lends itself well to additions and changes. It was designed with the need for future changes in mind. Your comments regarding changes, additions, and deletions are encouraged since our goal is to provide a practical and useful guide for teachers of the learning disabled. If you have any comments please write or call:

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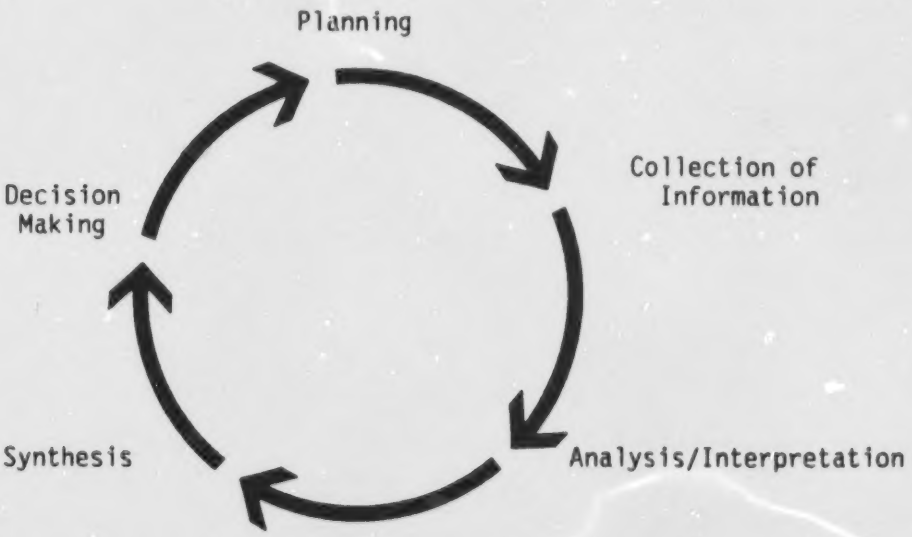
SECTION I

EDUCATIONAL ASSESSMENT

A PHILOSOPHICAL STATEMENT

Educational assessment, the process of determining the relative significance of the phenomena affecting learning, is an integral part of the overall educational process. Educational assessment provides a description of the student as a learner, resulting in decision making that should lead to increased student learning. Assessment is an ongoing team process. It is a well planned sequence of events, which is cyclical in nature.



As a team process, assessment has several components which are necessary to ensure that the process is efficient and comprehensive. The components (planning, collection of information, analysis and interpretation, synthesis, and decision making) overlap but they are ordered here to give structure to the process. These components, as decribed below, reflect a philosophical statement on assessment. Use of the process will enable educators to obtain pertinent information more efficiently and to use that information to teach students more effectively.

Planning

Assessment must be well planned to ensure that it is comprehensive, orderly and efficient. Planning begins with an awareness of the concern(s). The educator(s) must determine what is known, what is unknown and what needs to be known. The information will include, but not be limited to, information about learning potential, individual achievement levels, peer and adult interactions, social interactions, social/emotional adjustment, home and school environments and past school performance. Once the information is determined, decisions can be made regarding the types of assessment procedures to be used, who will assess, what their roles will be, and the timeline for completion.

Collection of Information

The goal in this stage is to efficiently collect information through a variety of means to include:

- A review of historical information found in the student's records;
- A review of teaching strategies and current student performance;
- Diagnostic teaching;
- Interviews with the parents, teachers, significant others and the student;
- Observation of the student;
- Formal and informal testing;
- Others as appropriate

Analysis and Interpretation

The collected information must be analyzed and interpreted to determine its meanings. The analysis begins with a summary of the findings. Good summaries group the information in such a way that each piece can be given appropriate consideration in light of all the other information. Summaries should be concise, yet comprehensive. The information must be compared to an established point of reference. The point of reference should be norm and/or criterion based with consideration for the age, grade, behavioral, cultural and environmental expectations. Comparison of the information collected leads to the determination of the individual's academic and behavioral strengths and weaknesses.

Once the strengths and weaknesses are identified efforts must be made to account for significant discrepancies found in the individual's performance. These include discrepancies between the individual's performance and the point of reference as well as discrepancies within the individual's performance. Discrepancies in information collected by different individuals on the team must also be addressed and explained.

In interpreting the information one should look for patterns of performance as opposed to single discrepant areas that are not supported by other data. All the probable reasons for the individual's demonstrated performance need to be considered.

Synthesis

Synthesis is the process of putting the parts together to form a whole. The goal is to develop a comprehensive description of the individual as a learner in relationship to his environment. The effects of the learner on his environment and the effects of the environment on the learner need to be included.

Decision Making

The goal of the decision making process is to increase student learning by initiating changes within the student's environment and/or educational program. The decisions are to be logical extensions of the analysis and synthesis of the collected information. An educational plan and program must be developed and implemented to meet the educational needs and provide the environmental changes (home, school, community and self) identified in the decision making stage.

SECTION II

WISCONSIN'S RULES REGARDING
THE IDENTIFICATION OF LEARNING DISABLED INDIVIDUALS

1.	State Learning Disabilities Criteria	pp. 6-8
2.	Additional Identification Requirements	p. 9
3.	Appendix J - Expectancy Formula	pp. 10-11
4.	General M-Team Procedures	pp. 12-15

All children identified as learning disabled in Wisconsin for purposes of receiving exceptional education must be identified in accordance with the state rules and criteria. It is important that educators assessing children for possible learning disabilities have a working knowledge of, and adhere to, the state criteria.

The rules governing the identification of learning disabled children are found in PI 11.37(2)(g) and appendix J of the Rules Implementing Subchapter V (former IV), Chapter 115, of Wisconsin Statutes. These rules were supplemented by some of the federal procedures as outlined in DHC Bulletin 78-2. The state learning disabilities rules and criteria, along with the pertinent sections of DHC Bulletin 78-2, are reprinted below for your information.

State Learning Disabilities Criteria

(g) Learning disabilities. 1. The handicapping cordition of learning disabilities denotes severe and unique learning problems due to a disorder existing within the child which significantly interferes with the ability to acquire, organize or express information. These problems are manifested in school functioning in an impaired ability to read, write, spell or arithmetically reason or calculate.

2. Criteria for identification. The child shall meet the criteria in PI 11.34 (2) (g) 2.a. and b. to be considered as having the handicapping condition of learning disabilities.

a. Academic functioning. A child whose primary handicapping condition is due to learning disabilities shall exhibit a significant discrepancy between functional achievement and expected achievement. A significant discrepancy is defined as functional achievement at or below 50% (.5) of expected achievement.

i. The child when first identified, shall have a significant discrepancy in functional achievement in 2 or more of the readiness or basic skill areas of math, reading, spelling and written language. To determine a significant discrepancy in the readiness areas the M-team shall consider the child's receptive and expressive language and fine motor functioning. A significant discrepancy in the single area of math, accompanied by less significant, yet demonstrable discrepancies in other basic skill areas may satisfy the academic eligibility criteria.

ii. Functional achievement is defined as the child's instructional level in readiness and basic skill areas. Determination of functional achievement shall be based on a combination of formal and informal individualized tests, criterion - referenced measures,

observations and an analysis of classroom expectations in basic skills.

iii. The following formula shall be used to determine expected achievement: I.Q. x years in school. Years in school is defined as the number of years of school completed since enrollment in 5-year-old kindergarten. A child who entered first grade without benefit of kindergarten should have a factor of one year added to that child's total years in school for computational purposes.

iv. The following formula yields a grade score to which the child's previously determined functional achievement level is compared. If the functional achievement level is at or below the grade score derived from the formula a significant discrepancy exists:

I.Q. x Years in School x .5 = Grade Score (50% of expected achievement). This formula is inappropriate for children who have not completed 2 years in school. Children entering kindergarten or first grade who are achieving in readiness areas one or more years below expected achievement levels for their chronological age may be considered as having a significant discrepancy between their functional and expected achievement. See Appendix J for examples.

v. A child whose functional achievement approaches but is not at or below 50% of expected achievement may be considered to have met the academic functioning criterion if the child demonstrates variable performance between the sub-skills required for each of the areas of reading, writing, spelling, arithmetical reasoning or calculation and if the child meets all the other criteria used to identify the handicapping condition of learning disabilities. This determination shall be based on the M-team's collective judgment and the rationale shall be documented in the M-team report.

vi. In attendance centers where the number of children functioning at or below 50% of expected achievement exceeds that which might be anticipated for the general population, additional efforts shall be made to substantiate that the child's functional achievement level is due to a disorder existing within the child and not due to those conditions enumerated in PI 11.34 (2).

vii. Evidence shall exist that the learning disabilities are primarily attributable to a deficit within the child's learning system. Such evidence may include average or above average ability in some areas. In documenting this in-child variability academic and non-academic behaviors shall be considered.

b. Intellectual functioning. Children whose primary handicapping condition is due to learning disabilities shall exhibit normal or potential for normal intellectual functioning.

i. This measure of intellectual functioning may be established by a score above a minus one standard deviation on a single score

intelligence instrument, or by a verbal or performance quotient of 90 or above on a multiple score intelligence instrument.

ii. The instrument used to establish this measure shall be recognized as a valid and comprehensive individual measure of intellectual functioning.

iii. If there is reason to suspect the test results are not true indices of a particular child's ability, then clarification of why the results are considered invalid shall be provided. Previous experience, past performance and other supportive data that intellectual functioning is average shall be present and documented in written form.

iv. There may exist rare cases of severe language involvement which detrimentally affect the learning disabled child's ability to perform adequately on intelligence tests given the language emphasis of these instruments. In these rare situations the importance of the intellectual criteria may be reduced given substantial evidence to indicate average ability.

3. Learning problems, when primarily due to the following, shall be excluded from consideration as learning disabilities.

a. The other handicapping conditions specified in section 115.76(3), Wis. Stats.

b. Learning problems resulting from extended absence, continuous inadequate instruction, curriculum planning, or instructional strategies.

c. Discrepancies between ability and school achievement due to motivation.

d. Functioning at grade level but with potential for greater achievement.

Note that PI 11:34 (2) excludes educational needs that result primarily from poverty, neglect, delinquency, social maladjustment, cultural or linguistic isolation, or inappropriate instruction.

ADDITIONAL IDENTIFICATION REQUIREMENTS

On December 29, 1977 the federal government published final rules to be used in identifying children as having the handicapping condition of learning disabilities. These rules became effective on February 2, 1978, (ss 121A.540 - 121A.543). State and federal regulations are not in agreement. In Wisconsin all school districts will continue to use the state rules as found in PI 11.34 (2)(g) for identifying learning disabilities with these additions from the federal rules:

1. The M-team must include the child's regular teacher or a regular classroom teacher qualified to teach children of that age.

2. Each child suspected as being learning disabled must be observed in a regular classroom or other age appropriate setting by a member of the team other than the child's regular teacher. PI 11.33 (3)(b) specifies that the special education teacher "shall conduct and document any interviews, observations . . . required to reach educational conclusions." It is recommended that the LD teacher observe the child in a regular classroom setting. This requirement does not limit others from observing the child nor does it limit the situations in which the LD teacher may observe the child.

3. All team members must certify in writing whether they concur or do not concur with the M-team plan. Team members not concurring with the M-team plan must submit separate statements indicating the points they do not concur with as well as those they do agree with, and the rationale for their position.

Note: Copies of the federal LD criteria are available from the Division for Handicapped Children and Pupil Services, Department of Public Instruction.

Appendix J

The formula used is a modification of a reading expectancy formula developed by Bond and Tinker (Bond, G. L. and Tinker, M.A., **Reading Difficulties: Their Diagnosis and Correction** (2nd ed.) New York, Appleton-Century-Crofts, 1967). The Bond and Tinker studies indicate that the predicted achievement scores derived from the original formula (I.Q. x years in school + 1.0 = expected reading grade) closely approximate actual reading achievement. Because the components of the formula are general, i.e., number of "years in school" and intelligence, it is believed that this formula can be adapted and appropriately applied to all the academic areas specified in PI 11.34(2)(g).

The Bond & Tinker formula did not include 5 year old kindergarten in "years in school" but in effect allowed for it by adding in a 1.0 factor. To simplify the formula and to ensure that the child is constantly compared to the same referent group, 5 year old kindergarten was added to the formula and the 1.0 factor deleted. This should ease computation without detracting from the accuracy of the formula.

Definition of factors in formula:

A. I.Q. - full scale score derived from an individual measure of intellectual functioning. I.Q. should be written as a decimal, for example 87 equals .87, 105 equals 1.05, etc.

B. years in school - number of years in school beginning with 5 year kindergarten.

The Bond & Tinker formula was weighted by a factor of .5 (50%) in order to indicate the level at or below which a child must function to exhibit a significant discrepancy. The full formula then is:

(I.Q. x years in school) x .5 = grade score (50% of expected achievement).

Examples utilizing this formula are:

A. A child beginning the fifth year of school (beginning fourth grade, e.g., 4 years in school) with a measured full scale I.Q. of 92 (.92) would have a grade score computed in the following manner:

(.92 x 4) x .5 = (3.60) x .5 = 1.8

B. A child in the 7th month of second grade, who is repeating second grade, with a measured full scale I.Q. of 101 (1.01) would have a grade score computed in the following manner:

(1.01 x 3.7) x .5 = (3.7) x .5 = 1.9

C. A child in the ninth year of school (8th grade) with an I.Q. of 113 (1.13), who is identified in January, would have a grade score computed in the following manner:

(1.13 x 8.5) x .5 = (9.6) x .5 = 4.8

D. A child entering kindergarten at 5 years of age with average ability and functioning at or below a 4 year level in 2 or more of the readiness areas will meet the academic criteria of eligibility. The formula for establishing grade score should not be used.

E. A child entering third grade at the age of 8 who has not completed 3 years in school (no kindergarten) would have a factor of 1.0 added to the years in school for determining grade score (50% of expected achievement).

(I.Q. x years in school) x .5 = grade score

(1.00 x 2 + 1) x .5 =
(2.00 + 1) x .5 =
3.0 x .5 = 1.5

Therefore if this 8 year old child entering third grade is achieving at the 1.5 grade level or below in 2 or more of the readiness or basic skill areas, this child will meet the academic criteria of eligibility.

F. A child entering first grade who has average ability and has completed 2 years in school (retained in kindergarten) would have the formula applied for establishing grade score.

(.90 x 2) x .5 = 1.80 x .5 = .9

THE M-TEAM PROCESS

The section printed below is to remind the reader of the multidisciplinary (M-team) process, the role of the special educator and the M-team plan.

PI 11.32 M-team process. (1) Intent. Subchapter IV, Chapter 115, Wis. Stats. was created to provide special education only for children with the handicapping conditions of mental retardation or other developmental disabilities, physically handicapped, pregnancy, visually handicapped, hearing handicapped, speech or language handicapped, learning disabilities, emotionally disturbed or any combination of conditions named by the superintendent as enumerated in section 115.76(3)(a) through (i), Wis. Stats. Only those children determined to have an EEN shall be included within the parameters of the mandates of this law.

(2) M-Team Responsibility. Pursuant to PI 11.03 (1) the M-team shall determine, specify and document decisions relative to disability, handicapping condition and need for special education. A child shall not qualify as a child with EEN unless the handicapping condition requires special education. The director, supervisor or designee shall be responsible for the M-team process including determination of disability and handicapping condition, need for special education and M-team plan and shall approve the M-team evaluation process or may request additional information.

(a) Disability. The child shall have a mental, physical, emotional or learning disability as the initial point for determining if the child qualifies for special education pursuant to Subchapter IV, Chapter 115, Wis. Stats.

(b) Handicapping condition. If the child has a disability, the M-team shall determine if the child has a handicapping condition, pursuant to section 115.76 (3) (a) through (i) Wis. Stats. and PI 11.34 (2).

(c) Need for special education. Existence of one of these conditions shall not, in and of itself, qualify a child for special education unless the child also has a need for special education.

(d) EEN. If the M-team determines that the child has a disability, a handicapping condition, and a need for special education, then the child is determined to be a child with EEN.

Table I.

Determination of EEN

Determination of a disability	If yes, determination of a handicapping condition	If yes, determination of a need for special education	If yes, child with exceptional educational needs

(3) DISABILITY AND HANDICAPPING CONDITION. In determining disability and handicapping condition:

(a) Data collection and analysis. Designated M-team members shall be responsible for the collection or analysis or evaluation or a combination thereof of the referral data. The extent of the information gathering process shall vary with each individual child depending upon the referral behavior and availability of relevant information in each case.

1. Data collection and analysis shall include:

a. Complete written documentation from referral sources.

b. Report of educational performance, e.g., behavioral and academic from the child's teacher or other referral agencies, or both.

c. A description and documentation of previous interventions, including educational, medical, social and any other interventions attempted to assist the child.

d. Social, emotional and behavioral factors and peer and adult interactions in school, home and community.

e. Age of onset of the condition, differentiating between initial occurrence and initial identification.

2. The chairperson of the M-team or any M-team member may request additional information or evaluations any time during the evaluation process. The following shall be included when requested, or when determined relevant and essential to a determination of a handicapping condition:

a. Individual intellectual assessments and other individual psychological procedures.

b. Medical evaluation.

c. Analysis of economic, social, cultural and language factors which may have an effect on school functioning.

(b) Role of the special education teacher. The special education teacher shall be responsible for a current written evaluation in the context of special education. The teacher shall review, analyze and incorporate information, contained in PI 11.32 (3) (a), from other M-team members. In addition the teacher shall conduct and document any interviews, observations, informal and formal, norm- and criterion-referenced tests required to reach educational conclusions. The written evaluation shall include conclusions on the following:

1. The pupil's current behavioral, social and academic functioning.

2. The individual child's learning style and how specific concepts or skills or both are acquired and utilized.

(c) Comparison of findings. Analysis and evaluation of data shall include a comparison of findings of individual M-team members.

(4) DETERMINATION OF NEED FOR SPECIAL EDUCATION. (a) Need. During the final staffing to determine whether or not the child's handicapping condition requires special education, the M-team shall:

1. Complete the summary of the individual written reports and findings submitted by M-team members, or any which may be submitted by consultants or parents and others.

2. Develop a documented, written statement of the child's needs, based on PI 11.32 (4) (a) 1. and the following:

a. How the handicapping condition interferes with behavioral and academic functioning in the present educational program.

b. The interventions or modifications that still may need to be attempted in regular education.

c. A consideration of how the essential proposed educational elements will differ from the current programs.

3. For children whose handicapping conditions do not require special education, see PI 11.03 (4) (b) 3.a.b. and c.

5. M-TEAM PLAN FOR EEN CHILDREN. Pursuant to section 115.80 (3) (e), Wis. Stats., and PI 11.03 (5) (a) and (b), the M-team shall recommend in writing an M-team plan to include elements in PI 11.32 (3) and (4), based upon the child's needs. Input and involvement of the parent as well as from the child, whenever appropriate, shall be allowed and encouraged in the development of the M-team plan.

(a) The M-team shall enumerate the following:

1. Statement of the child's needs, to include elements considered in PI 11.32 (3) and (4).

2. Goal statements and general objectives to meet the child's needs in the following areas as appropriate:

a. Specify the recommended academic or behavioral interventions, or both, necessary in special education or regular education, or both.

b. Supportive and related services.

c. School/parent communications.

3. The provisions for regularly scheduled follow-up consultation between special education and regular education staff, and when necessary with supportive personnel to ensure appropriateness of programming.

SECTION III

ASSESSMENT REPORT FORMAT

The proposed report format for learning disabilities is an outline for assessment rather than a form ready for reproduction. It is a logical outline for consolidating information in the assessment process. Based on the assessment philosophy in Section I, the format helps to organize information, ensures that all components of assessment are addressed, and makes the learning disabilities evaluator focus on the state learning disabilities criteria.

At every step of the evaluation process the evaluator needs to compare and contrast collected information to the Wisconsin's state learning disabilities criteria (Section II) and to the reasons for the assessment referral. Upon completion of his/her report, the learning disabilities evaluator should have an opinion, based on the information collected as to whether the child may meet the state criteria for the handicapping condition of learning disabilities. The actual decision that the child is learning disabled is the team's decision and is based upon review of each M-team member's report.

LEARNING DISABILITIES ASSESSMENT REPORT FORMAT

1. Report Identification Information

   Educational Evaluation

   Date(s) of Assessment_____
   Name of District_____
   Date of Report_____
   Report completed by_____

2. Student Identifying Information

   All information necessary in your school district to identify this student from any other student in the school district including, but not limited to name, date of birth, school, grade, sex, parent's name and address, and student's address.

3. Reasons for Referral

   Includes who made the referral as well as the specific reasons for referral.

4. Background Information Collected by Evaluator

   Including but not limited to:
   - School History (Review of Records)
   - Attendance Records
   - Medical
   - Family/Community

5. Interview Information

   From:
   - Parents
   - Teachers
   - Student
   - Significant Others

6. Observations

   Classroom Observations
   Observations of Test Behavior
   Observations in Other Settings

7. Current Levels of Performance (Functional Achievement) Based on Observations, Interviews, and Diagnostic Teaching.

Areas that need to be specifically addressed include:

- Reading
- Written Language
- Spelling
- Math
- Processing

8. Current Level of Performance Based on Formal and Informal Testing

The evaluator must report the names of tests, standard scores, percentile scores, and grade equivalent scores when available. The areas of achievement that need to be specifically addressed include:

- Reading
- Math
- Written Language
- Spelling

Other areas to be included are:

- Processing/Perception/Motor Functioning
- Behavioral Functioning
- Pre-vocational/Vocational
- Receptive and Expressive Language

Note: Other evaluation reports such as intellectual assessment, language assessment, and supportive/related service assessments, must be documented in the multi-disciplinary team report per PI 11.34.

9. Analysis, Interpretation and Synthesis of Data

Information from items 3 through 8 above must be analyzed, interepreted, and synthesized to:

a) Determine areas of strength for the student
b) Determine areas of weakness for the student
c) Compare student's functioning to that of age/grade peers
d) Compare the student's functioning to the reasons for the referral for evaluation
e) Determine indicators of an "in child deficit"

10. Summary Statement and Recommendations

a) Develop a description of the student as a learner, i.e., a summary of the findings.
b) Address state eligibility criteria.
c) Give instructional and behavioral recommendations.

_____
Signature of Evaluator

SECTION IV

CLASSROOM TEACHER REPORTS

SAMPLE FORMATS

1. General Summary of Performance
2. More Specific Summary of Performance
3. Behavioral Checklist

Purpose:

An important facet of evaluation is gathering data from the student's regular teachers. The items in this section help teachers to identify behaviors considered to be important for assessment and to organize the input effectively.

Sample

REGULAR CLASSROOM TEACHER
SUMMARY SHEET OF CLASSROOM PERFORMANCE
FOR A SUSPECTED LEARNING DISABILITIES STUDENT

Name: Report Date:

Address: School:

Grade/Subject: Completed by:

Please comment in each of the following areas:

Attendance/Discipline/Work Habits:

Grades/Skills Currently Being Taught:

Self-Concept/Peer and Staff Interactions:

Specific Academic Weaknesses/Strengths:

Other:

Sample

PERFORMANCE SUMMARY

Please give brief comments on the following items and return to: _____

From _____ Student _____

Class/Grade _____

1. General Comprehension:
2. Reading Comprehension:
3. Writing Skills:
4. Oral Expression:
5. Following Directions:
6. Task Completion:
7. Motivation/Participation:
8. Need for Teacher Assistance:
9. Physical Self-Control:
10. Verbal Self-Control:
11. Peer Relations:
12. Attendance:
13. Predictions for Next Year's Functioning:
14. Other Comments:

Sample

REFERRING TEACHERS BEHAVIOR CHECKLIST

(Dawson, McLeod, Mathews - 1976)

Student Name_____ Grade_____ Date_____

School_____ Class_____ Teacher_____

Code: *3 - essential
2 - important
1 - helpful
0 - not required

Directions: The code is used in the Required Column to identify the importance of the particular behavior.

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
A. BUILDING RELATED:				
1. Walks in halls.				
2. Appropriate noise level in hall.				
3. Has pass when in hall.				
4. Shows pass when in hall.				
5. Does not peer or shout into classrooms or office.				
6. Moves from one room to another within a reasonable time limit.				
7. Appropriate peer interaction				
a. verbal				
b. physical				
8. Responds appropriately to adult initiated interaction.				
9. Able to sit quietly in office.				
10. Talks appropriately to building personnel.				
11. Stays in middle school areas.				
12. Leaves building within reasonable time limit				
a. when instructed				
b. when bell rings				

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
B. SCHEDULE RELATED:				
1. Attends regularly.				
2. Knows what to do when a. late b. absent				
3. Knows which classes to attend a. room b. time				
4. Attends class on time.				
5. Attends school on time.				
C. MATERIAL RELATED:				
1. Has pencil.				
2. Has colored pencils.				
3. Has notebook.				
4. Has paper.				
5. Has books.				
6. Has misc. materials specific to day's task.				
7. Has completed assignments.				

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
D. CLASSROOM RELATED:				
1. Sits in desk.				
2. Raises hand.				
3. Enters room appropriately.				
4. Responds to bell by being in the classroom and attending to teacher.				
5. Appropriate interaction with peers within classroom.				
6. Able to deal with praise appropriately.				
7. Able to deal with criticism appropriately.				
8. Reacts to peer provocation appropriately. a. verbal				
b. physical				
9. Reacts appropriately to teacher statements.				
10. Reacts appropriately to teacher directives.				
11. Able to deal with teacher expectations for the classroom				
12. Able to attend to class activity for 55 minutes.				
13. Treats material with proper care.				
14. Puts material away.				
15. Directs eyes (attention) toward teacher-directed activity.				
16. Listens to lectures.				
17. Listens to discussions.				

	BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
18.	Participates appropriately in classroom discussions.				
19.	Able to copy notes or other information. a. from board b. from overhead c. from books d. from misc.sources				
20.	Has appropriate voice level				
21.	Able to work in small group. (less than 10)				
22.	Able to work in large group. (more than 10)				
23.	Able to work individually.				
24.	Able to work with one other.				
25.	Able to ask for help when needed.				
26.	Leaves room appropriately a. when directed b. at end of class				

	BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
E.	TASK RELATED:				
1.	Asks appropriate questions.				
2.	Responds appropriately to questions.				
3.	Starts task within reasonable time limit.				
4.	Completes task on time.				
5.	Remembers assignments as given.				
6.	Able to volunteer information appropriately.				
7.	Able to deal with grades received.				
8.	Does assignments neatly.				
9.	Completes assignments as given by teacher.				
10.	Is responsible for work missed.				
11.	Able to take tests.				
12.	Able to use free or unstructured time well.				
13.	Hands in completed work				

ADDITIONAL COMMENTS RE: STUDENT'S PERFORMANCE IN CLASS

SECTION V

CLASSROOM OBSERVATION

1. Appointment Sheet
2. Observation Guidelines 1
3. Observation Guidelines 2
4. San Antonio Observation Form

Purpose:

The federal rules require a regular classroom observation of a student referred for learning disabilities evaluation. This portion of the federal rules has been added to Wisconsin's requirement (see section II). The items in this section are designed to help the observing teacher conduct a good observation at an appropriate time/setting and efficiently organize the information received.

Sample

OBSERVATION APPOINTMENT SHEET

TO:

FROM:

RE: Classroom Observation of _____

I will be observing the above named student in your classroom because he/she has been referred for evaluation.

Date of Observation: _____

Time of Observation: _____

Room Location: _____
(Please notify if changed)

In order to take comparative behavioral data, it would be helpful if you could indicate on this sheet by seat location, description, etc., the following students in your class. (Please consider students of the same sex and similar socio economic background. Use no names, please.)

A "STRONG" student (academic/behavioral) _____

_____

An "AVERAGE" student _____

_____

A "LOW" student _____

_____

REFERRED (above) student _____

_____

ALSO - Please note general guidelines for behavior you expect in this class (handraising, in-seat, quiet talking okay, etc.)

Thanks for your assistance.

CLASSROOM OBSERVATION GUIDELINES - 1

I. Educational Environment

A. General noise level

B. General activity level

C. Seating as it relates to social interaction
distractors
teacher

D. Rules and consistency of application

E. Directions - length, complexity
presentation method
visual cues/reminders

II. Student Behavior (comparative where possible)

A. On-task (direct instruction, discussion, independent)

B. Types of off-task (note cause where possible)

C. Rate of specific behaviors (ex. - 5 talkouts in 10 minutes)
Note: teacher and peer responses

D. Length of time needed to initiate work (contrast independent/small group/large group)

E. Compensatory behaviors/strategies

F. Transitions (behavior/change timing)

G. Participation - handraising/answering (called/volunteered)
appropriateness of contributions

H. Self-organization - desk (top/inside) materials,
assembling appropriate materials

I. Reinforcement variables
those delivered
responses

J. Interactions with teacher/peers

AUSTIN INDEPENDENT SCHOOL DISTRICT

CLASSROOM OBSERVATION FORM GUIDELINES - 2

OBSERVATION IN REGULAR CLASS. The purpose of this observation is to provide information about the student's behavior in a regular lesson in either a large or small group setting. On each observation, compare the student's behavior with classmates. This information will be important to an understanding of the observation. Record specific behaviors and avoid making judgments.

A. Classroom Environment. Observe and record such things as:

- type and level of noise
- lighting and temperature
- availability of space
- other stimuli to which student may attend
- seating
- instructional materials
- portable, regular or open classrooms
- pupil/teacher ratio

B. Instructional Situation and Student Behavior. Observe and record such things as:

1. Beginning of Lesson
   - seating arrangement and student's proximity to teacher
   - noise and activity level of group
   - student and group response to teacher's "ready to attend" cues
   - student interactions
2. Directions and Assignments
   - type of assignment and student response required
   - student's response to teacher's oral directions and written directions
   - student's response to teacher's visual aids or cues (e.g., diagrams, charts, pictures, overhead, gestures, facial expression, other body language)
   - student interactions
3. Student Work and/or Participation in Group Lesson
   - student organization and use of materials
   - student looks to other students for information about instructions or for answers
   - student asks teacher for clarification; other responses to teacher
   - student concentration or distraction while working (describe source of interruption and note by self or other source)
   - task completion
   - student interactions
4. Transition Time
   - student's response to teacher's directions regarding transition
   - noise and activity level of group
   - student behavior during transitions
   - student behavior in new activity
   - student interactions

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Classroom Observation Form (Draft)

SCHOOL:_____ OBSERVER, TITLE:_____

STUDENT'S NAME:_____ STUDENT'S ID NUMBER:_____

GRADE:_____ TEACHER:_____

I. Setting: Subject_____ Class Size_____

Student's assigned work area_____
Grade level of instruction presented_____
Grade level of materials presented_____
Teacher instructional time_____
Student independent work time_____
Student evaluation procedures: Written tests___ oral tests___
demonstrations____ role playing____
Student support services: tutor____ peer tutor____ teacher
help___ parent helpers___

II. Student behavior:

Social adjustment to: teacher____ peers____ support person____
(withdrawn, accepting, aggressive, appreciative, communication, etc.)

Response to teaching strategies used in:

one to one instruction____	small groups_____
verbal instruction_____	large groups_____
independent work_____	manipulatives_____
pencil paper tasks_____	multimedia_____

(attention time, work time, work completion, start-up time, etc.)

Work folder: Completed_____ Condition_____
Homework: Completed_____ Condition_____

Functional Level compared to peers: Please circle the appropriate number:

	Excellent	Good	Average	Poor	Very Poor
Oral Expression	1	2	3	4	5
Written Expression	1	2	3	4	5
Listening Comprehension	1	2	3	4	5
Basic Reading Skills	1	2	3	4	5
Reading Comprehension Skills	1	2	3	4	5
Mathematics Reasoning	1	2	3	4	5
Mathematics Calculation	1	2	3	4	5
Spelling	1	2	3	4	5

Other significant behavior:_____

SECTION VI

M-TEAM GUIDES FOR THE HANDICAPPING CONDITION OF LEARNING DISABILITIES

Purpose:

Many M-team reports do not adequately document that students found to be learning disabled in fact meet the state criteria. Some districts use guides similar to the examples in this section to help ensure that the M-team carefully attends to the criteria.

A GUIDE
for
DETERMINING THE HANDICAPPING CONDITION
of
LEARNING DISABILITIES

Significant discrepancy level _____(see next page)

yes no A. Significant discrepancies
1. Significant discrepancies between functional achievement and expected achievement in two or more of basic readiness or skill areas:
   a. math
   b. reading
   c. spelling
   d. written language
2. Significant discrepancy in math and a near significant discrepancy in one:
   a. reading
   b. spelling
   c. written language

yes no B. Evidence that the learning disability is primarily due to deficits within the child's learning system as documented by in-child variability in academic or non-academic areas.

yes no C. Normal intellectual functioning:
1. A score above -1 S.D. on a single score intelligence test

   or

2. A verbal or performance quotient of 90 or above on a multiple score intelligence test

   or

3. Potential for normal intellectual functioning based upon previous experience, past performance and other supportive data.

yes no D. Learning problems are not primarily due to other handicapping conditions, extended absences, continuous inadequate instruction, lack of motivation, or functioning at grade level with potential for greater achievement.

F. Functional Achievement Level
Determined by:
1. Formal and informal individualized tests
2. Criterion-referenced tests
3. Observations
4. Analysis of classroom expectations in basic skill areas.

1. Determine and list functional achievement levels for the following areas:

Basic Skill Areas	Readiness Areas (for child with less than two years of experience in school)
_____Reading	
_____Math	____Receptive Language
_____Spelling	____Expressive Language
_____Written Language	____Fine Motor

2. Calculate expected achievement/significant discrepancy level. (I.Q. x Years in Schools x .5)

3. Compare functional achievement and significant discrepancy levels.

4. If the functional level is at or below the grade score derived from the expected achievement formula, a significant discrepancy exists.

Sample

Learning Disabilities Eligibility

MULTIDISCIPLINARY TEAM SUMMARY

Name_____ d.o.b._____ CA_____ EA_____ GS_____ Date_____

School_____ Grade_____ Teacher_____

Personnel Present: (initials indicate attendance) LD Teacher or PST_____

Principal____ Psychologist____ Classroom Teacher____ Speech____

Counselor____ Emot.Dis.Teacher____ Parent(s)____ Other_____

Criteria for Eligibility:
To receive Learning Disabilities service the student must meet all of the following criteria:

yes	no	
___	___	A. Academic Deficits (must check #1 or #2 below)
	___	1. Significant discrepancies between functional achievement (FA) and expected achievement (calculated as a grade score) in two or more of the basic readiness or skill areas. FA is at or below grade score (GS).

		FA	GS
____	a. reading	_____	____ ____
____	b. spelling	_____	____ ____
____	c. written language	_____	____ ____
____	d. math	_____	____ ____
____	e. readiness	_____	____ ____

____ 2. Significant discrepancy in math and a near significant discrepancy in one:

____	a. reading	_____	____ ____
____	b. spelling	_____	____ ____
____	c. written language	_____	____ ____

Sample

yes no

___ ___ B. Evidence that the learning disability is primarily due to deficits within the student's learning system as documented by in-child variability in academic or non-academic areas.

Instrument(s) used: _____

Deficit areas: _____

Strength areas: _____

M-Team Summary

yes no

___ ___ C. Normal intellectual functioning (must check either #1, 2 or 3 below)

___ 1. Full scale intelligence of 85 or above.
Instrument used _____

___ 2. A verbal or performance quotient of 90 or above on a multiple score intelligence test.
Instrument used _____

___ 3. Potential for normal intelligence functioning based upon previous experience, past performance and other supportive data.
(Document on additional page if checked.)

___ ___ D. Learning problems are not primarily due to hearing, visual, or motor impairment. (See health records for documentation.)

___ ___ E. Learning problems are not primarily due to emotional disturbance, cultural variance, or educational deprivation such as: extended absences, continuous inadequate instruction, lack of motivation, or functioning at grade level with potential for greater achievement.

Diagnostic Prescriptive Summary:

This student (meets, does not meet) all of the above criteria for the handicapping condition of L.D. learning disabilities.

Signature _____ Date _____

SECTION VII

DIAGNOSIS THROUGH TEACHING

Purpose:

Many teachers find that they learn much more about a student's abilities and disabilities in an instructional situation. Diagnosis through teaching allows the special education teacher to teach the referred student in the special education classroom as part of the assessment process. The parents must be informed and give consent. Diagnosis through teaching should be limited to one or two hours per day for one to two weeks. It is not to be used to restrict a student's educational program nor as a temporary placement until an M-Team can be held.

Diagnosis through teaching should not be interpreted as a diagnostic placement. There is no special education placement involved in this procedure. Diagnostic placements are not allowable under Wisconsin's rules.

DIAGNOSTIC TEACHING

AN ASSESSMENT INFORMATION SOURCE
(Edited from a manuscript submitted by Dee Tull)

Why Diagnostic Teaching

Diagnostic teaching allows the teacher to observe the student's composite performance and to test the synthesized picture obtained in the assessment against the "real" learner. It is the culmination of all the assessment information and a means to determine whether the student requires exceptional education programs and services to meet his/her educational needs.

The purpose of diagnostic teaching as a source of information in assessment are:

1. Differential diagnosis.

    a. to use strategies that will rule out distracting stimuli;
    b. to rule out slow learner characteristics;
    c. to rule out anxiety as an inhibiting factor in learning;
    d. to rule out motivation as a problem;
    e. to rule out inappropriate instruction; and
    f. to rule out lack of instruction.

2. Planning for instruction.

    a. to find out what the student knows about how, what and why s/he learns;
    b. to find out "how" the student formulated the answer and the "why" of that particular answer.
    c. to test the hypotheses developed as a result of the synthesis of all the information gathered and analyzed.
    d. to develop the instructional objectives and strategies that are necessary to meet the student's individual educational needs.
    e. to find answers to discrepancy questions.
    f. to determine the student's level of thinking and understanding of "academic" learning and life learning.
    g. to allow a comparison of the student's success with a variety of instructional strategies.

Who Does Diagnostic Teaching?

Diagnostic teaching should not be the sole responsibility of the exceptional education teacher. All members of the assessment team including the referring teacher(s), the parent(s), people with whom the student lives, and the student are also responsible for gaining information through diagnostic teaching to develop the instructional interventions that will best meet the student's educational needs. However, it is most likely that the teachers (both exceptional education and regular education) are in the best positions to test out the planned instructional interventions.

How Does One Organize For Diagnostic Teaching?

All the information or data obtained through all the other assessment sources (observation, interview, testing, and historical information) are analyzed and synthesized and a picture of the student as a learner in a variety of learning environments is developed. This information is used to develop hypotheses that will be tested through diagnostic teaching.

All diagnostic teaching should not be done on a one-to-one with the student. Instructional strategies and interventions can be tested in the classroom with the student's regular education teacher gathering the information. At times it may be useful to have both the regular education and the exceptional education teachers gather information on an instructional intervention taking place in the student's regular classroom. Diagnostic teaching may also be done in the exceptional education classroom. This allows for comparisons of strategies and interventions in different environments.

To Organize:

1. Review, analyze and synthesize all assessment information gathered to date. Identify discrepancies, if any, in assumptions about the student's cognitive, affective, motoric, or social/emotional levels of functioning. Identify discrepancies across environments and time. Identify discrepancies in assumptions about the student as a learner. Do all the members of the assessment team seem to be describing the same student?

2. Develop hypotheses and instructional interventions to be tested during a diagnostic teaching time.

3. Determine a diagnostic teaching plan for when, where, and how long diagnostic teaching will take place. Determine who is responsible for what portions of the diagnostic teaching plan.

To Implement:

Diagnostic teaching is a puzzle solving process. Cue questions such as the ones given below should help unravel the puzzle. The function of cue questions is to solicit responses which lead to other questions. Each question and answer should lead to a clarification between the student and his/her learning environment. The questions and their answers should direct the diagnostic teaching.

What exactly do you want the student to do? What is the task?

What is the instructional language of the task? What are the various ways the instructional language for the task can be presented to the student?

What does the student need to do the task? What previous knowledge or skills? What concepts?

What exactly does the student do when presented with the task? What does the student tell you s/he does with the task? How does the student approach a learning task at which s/he is good? Ask the student how s/he learns the requirements of this task. Are there any differences? How does the student approach a learning task at which s/he is not good, or having great difficulty? Ask the student how s/he learns this task. Is the student's perception accurate? Which learning strategies are efficient for the student?

What happens when the environment is changed for the student? What happens when a variety of contingencies are used for work completion?

If reading is the "disability" area, what happens when the amount of time spent actually reading, not on skill building, is increased by 60 minutes per day?

If strategy inefficiency is a problem in math, what happens when the student is taught and allowed to use a calculator?

If written language is a problem, what happens when the student is allowed to dictate his/her assignments or to use the typewriter, or to use a word processor?

What organizational, learning, cognitive strategies should be taught to the student to increase efficiency on tasks? Teach these to the student. Set up practice time for the strategies. Measure success both in increased efficiency and in student attitude about the task.

What prerequisite skills are missing from the student's repertoire? How can they best be taught?

SECTION VIII

TESTING

1. Assumptions Underlying Testing
2. Observations During Testing
3. List of Academic Tests
4. List of Tests for Young Children
5. Technical Adequacy of Test Instruments

Purpose:

Teachers need to be aware of available test instruments and the technical adequacy of these instruments. The items in this section provide a list of tests in the academic and pre-school areas, information on testing itself and the adequacy of many tests used in identifying learning disabled children. Be advised that when a standardized test is administered in a non-standardized way, it should be so noted and explained.

ASSUMPTIONS UNDERLYING TESTING

There are a number of assumptions that operate each time we review another's test results or assign another the task of conducting a particular assessment. It is important to recognize and understand these assumptions since their validity has a substantial effect upon the accuracy of the results and the inference which can be made from them. Knowledge of these assumptions also serves as a good self-check to help reduce examiner error and to put the results of educational assessments in perspective.

Newland (1971) identified the five following critical assumptions:

1. The person giving the test is skilled.
2. A certain amount of error will be present.
3. The acculturation for the child being tested is comparable to the group on which the test was standardized.
4. The behavior sampling is adequate in amount and representative in area.
5. Present behavior is observed, future behavior is inferred.

The test examiner must be skilled in establishing rapport, correctly administering the test, scoring the test, and interpreting test. The examiner's lack of skill in any of these areas will lead to increased error. While a certain amount of error is always present in testing, every attempt should be made to keep the amount of error as low as possible. Two kinds of error are generally recognized; systematic error and random error. Systematic error is consistent in that it is built into the test instrument by the examiner. Random error is produced by the inconsistency of the examiner or the test instrument. A reliable test has very little random error when administered in accordance with test directions.

Standardized tests produce results that allow for comparison of student populations. Comparable acculturation relates to comparable experiencial background rather than skin color, race, or ethnicity. Test comparable acculturation must be considered in the selection and administration of tests.

The behavior sampling must be adequate to be of any assistance in decision-making. There must be enough items in a category to give the student the opportunity to demonstrate what he/she knows or does not know. In addition, the test must measure what the authors claim. Even tests that measure skill in the same academic area may measure different parts of that skill. It is one task to recognize an inappropriately spelled word, but it is quite another task to spell the word correctly given a verbal prompt.

The behavior exhibited in the test situation is a limited sample often taken under artificial or stressful conditions. There is a need to conduct ongoing assessment and to constantly add behavior samples to develop a more complete picture of the individual as a learner.

Source: Newland, T.E. Psychological Assessment of Exceptional Children and Youth. In W. Cruickshank (ed.) Psychology of Exceptional Children and Youth, 1971, pp. 115-174.

OBSERVATIONS DURING TESTING

The evaluator should be alert to the following:

1. General ease/tension

2. Subject area preferences, view of own abilities, reactions to work

3. Response rates on various tasks:
   when nearing ceiling
   on strength areas
   on weakness areas

4. What strategies are observed:
   Visual cues - digital computation (under table), marks, re-read
   Auditory cues - self talk (verbal mediation) - note accuracy of strategy as it is talked through

5. How does the child deal with not knowing?

6. Where possible, note observed reason for errors:
   ex. - decoding errors vs. comprehension (analogy format)
   computation needs on memory task (Key Math Mental Comp.)
   language/syntactic problems in close procedure

7. Informal questioning insights on strategies/reasoning:
   How did you figure that out?
   How or where could you find the answer if you really needed to?

8. Other factors:
   Visual: nearness to material/squinting/eye occlusion/angle/rubbing
   Auditory: word confusions/repeats needed
   Language: word finding problems/circumventing of terms/grammatical error forms/sentence complexity
   Physical Activity: fidgetting/tapping/tensing of ankles/legs
   General Attitude: eager to finish? what? when? ask for more? what? when?

9. General attention to tasks presented:
   short term
   long term (note when tiring is suspected)
   increased activity levels - analyze in relation to task components

10. Reinforcement needs, reactions

ACADEMIC TESTS

I - BASIC READING SKILLS

Test and Publisher	Grades Appropriate	Type of Skill Examined
Basic Educational Skills Inventory: Reading. Torrance, CA: Winch and Associates, 1972-1973.	K-6	Phonic Analysis Sight Vocabulary
Botel Reading Inventory. Chicago, IL: Follett Educational Corp., 1961.	1-12	Sight Vocabulary Phonic Analysis
Brigance Diagnostic Inventories. North Billerica MA: Curriculum Associates, 1976, 1978, 1980.	Preschool-12	Literal
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Criter[illegible]Test of Basic Skills. Novato, CA: Acad[illegible]herapy Publications, 1976.	1-6	
Diagnostic Reading Scales. Monterey, CA: CTB/McGraw-Hill, 1963.	1-6	Sight Vocabulary Phonic Analysis
Durrell Analysis of Reading Difficulty. New York: Harcourt, Brace, Jovanovich, 1955.	1-6	Sight Vocabulary Phonic Analysis Reading Rate
Gates-MacGinitie Readiness Skills Test (Psychological Corporation)	K-1	
Gates-MacGinitie Reading Tests. Los Angeles: Western Psychological Services, 1965.	1-12	Reading Rate
Gates-McKillop Reading Diagnostic Tests. New York: Teachers College Press, 1972.	2-6	Sight Vocabulary Phonic Analysis Reading Rate
Gilmore Oral Reading Test. New York: Harcourt, Brace, Jovanovich, 1968.	1-8	Reading Rate
Gray Oral Reading Test. Indianapolis, IN: Bobbs-Merrill, 1963.	1-College	Reading Rate
Iowa Tests of Basic Skills-Primary and Multilevel Batteries (Houghton Mifflin)	K-1	
Language Assessment Battery-English and Spanish (Houghton Mifflin)	K-12	

Test and Publisher	Grades Appropriate	Type of Skill Examined
Metropolitan Readiness Tests (Psychological Corporation)	K-1	
Murphy-Durrell Reading Readiness Analysis (Psychological Corporation)	K-1	
Nelson Reading Skills Test (Houghton Mifflin)	3-9	
Peabody Individual Achievement Test. Circle Pines, MN: American Guidance Service, 1970.	1-12	Sight Vocabulary
Silent Reading Diagnostic Tests. Ardmore, PA: Meredith Corporation, 1970.	2-6	Sight Vocabulary Phonic Analysis
Spache Diagnostic Reading Scales. New York: CTB/McGraw-Hill, 1963-1972.	1-12	Sight Vocabulary Phonic Analysis Reading Rate
Stanford Diagnostic Reading Test. New York: Harcourt, Brace, Jovanovich, 1977.	1-12	Sight Vocabulary Phonic Analysis Reading Rate
Stanford Early School Achievement Test (Psychological Corporation)	K-2	
Stanford Test of Academic Skills (Psychological Corporation)	8-College	
Wide Range Achievement Test (Revised). Wilmington, DE: Guidance Associates of Delaware, 1976.	K-12	Sight Vocabulary
Woodcock Reading Mastery Tests. Circle Pines, MN: American Guidance Service, 1973.	1-12	Literal
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement). Hingham, MA: Teaching Resources, 1977.	Preschool-College	Sight Vocabulary Phonic Analysis

ACADEMIC TESTS

II - READING COMPREHENSION

Test and Publisher	Grades Appropriate	Type of Skill Examined
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1976, 1977, 1978, 1980.	Preschool-12	Literal
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Diagnostic Reading Scales. Monterey, CA: CTB/McGraw-Hill, 1963.	1-6	Literal Inferential
Durrell Analysis of Reading Difficulty. New York: Harcourt, Brace, Jovanovich, 1955.	1-6	Literal
Gates-MacGinitie Reading Tests. Los Angeles: Western Psychological Services, 1965.	1-12	Literal
Gilmore Oral Reading Test. New York: Harcourt, Brace, Jovanovich, 1968.	1-8	Literal
Gray Oral Reading Test. Indianapolis, IN: Bobbs-Merrill, 1963.	1-College	Literal
Iowa Tests of Basic Skills-Primary and Multilevel Batteries (Houghton Mifflin)	1-8	
Language Assessment Battery-English and Spanish (Houghton Mifflin)	K-12	
Metropolitan Achievement Tests (Psychological Corporation)	K-12	
Nelson Reading Skills Test (Houghton Mifflin)	3-9	
Peabody Individual Achievement Test. Circle Pines, MN: American Guidance Service, 1970.	1-12	Literal
SRA Assessment Survey: ITED (SRA)	1-12	
Stanford Achievement Tests (Psychological Corporation)	1-10	

Test and Publisher	Grades Appropriate	Type of Skill Examined
Stanford Diagnostic Reading Test. New York: Harcourt, Brace, Jovanovich, 1977.	1-2	Literal Inferential
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12	
Test of Adolescent Language. Austin, TX: Pro-Ed, 1978.	6-12	Literal Inferential
Test of Reading Comprehension. Austin, TX: Pro-Ed, 1978.	1-12	Literal Inferential
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement). Hingham, MA: Teaching Resources, 1977.	Preschool-College	Literal
Woodcock Reading Mastery Tests. Circle Pines, MN: American Guidance Service, 1973.	1-12	Literal

ACADEMIC TESTS

III - WRITTEN EXPRESSION

Test and Publisher	Grades Appropriate	Type of Skill Examined
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1980(B).	Preschool-12	Conventional Mechanical
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Iowa Tests of Basic Skills - Primary and Multilevel Batteries (Houghton Mifflin)	2-8	
Language Arts Test (Houghton Mifflin)	7-9	
Language Assessment Battery - English and Spanish (Houghton Mifflin)	K-12	
Picture Story Language Test. New York: Grune & Stratton, 1965 (PSCT).	2-11	Conventional Productive Cognitive Linguistic
Slingerland Screening Tests for Identifying Children with Specific Language Disability. Cambridge, MA: Educators Publishing Service, 1962-1974 (S).	1-6	Mechanical
Stanford Achievement Tests (Psychological Corporation)	2-10	
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12	
Test of Adolescent Language. Austin, TX: Pro-Ed, 1980.	6-12	Linguistic
Test of Written English. Novato, CA: Academic Therapy Publications, 1979 (TWE).	1-6	Conventional Productive Cognitive Linguistic

Test and Publisher	Grades Appropriate	Type of Skill Examined
Test of Written Language. Austin, TX: Pro-Ed, 1983 (TOWL).	2-12	Mechanical Conventional Productive Cognitive Linguistic
Woodcock-Johnson Pyscho-Educational Battery (Tests of Achievement). Hingham, MA: Teaching Resource, 1977 (W-J).	Preschool-College	Conventional Linguistic

ACADEMIC TESTS

IV - SPELLING

Test and Publisher	Grades Appropriate	Type of Skill Examined
Durrell Analysis of Reading Difficulty (Psychological Corporation)	2-6	
Larsen-Hammill Test of Written Spelling. Austin, TX: Pro-Ed, 1976 (TWS).	1-8	Conventional
Peabody Individual Achievement Test. Circle Pines, MN: American Guidance Service, 1970 (PIAT).	1-12	Spelling Recognition
Wide Range Achievement Test (Revised). Wilmington, DE: Guidance Associates of Delaware, 1976 (WRAT).	K-12	Conventional

ACADEMIC TESTS

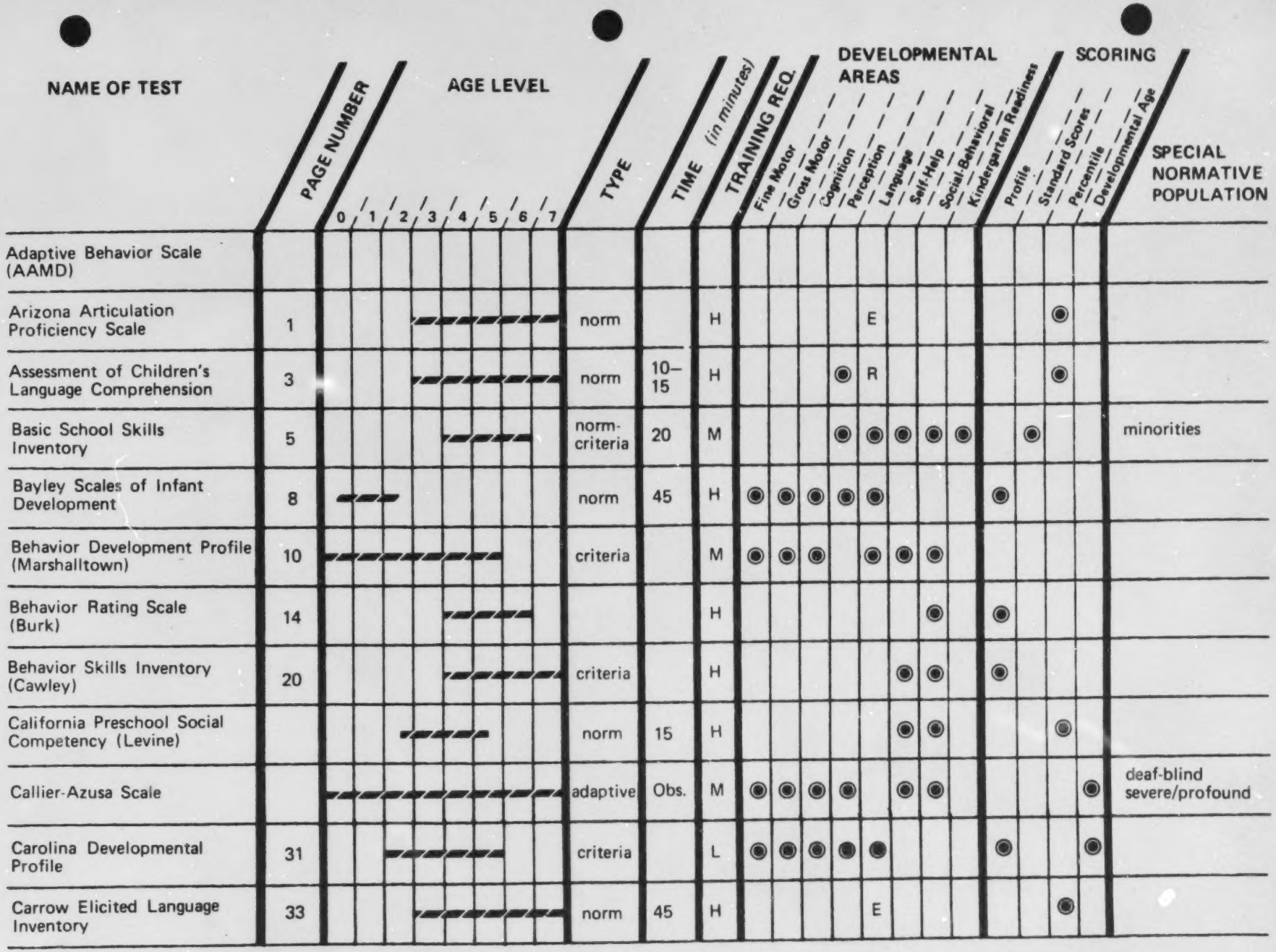
V - MATHEMATICS

Test and Publisher	Grades Appropriate
Basic Educational Skills Inventory: Math. Torrance, CA: Winch and Associates, 1972-1973.	K-6
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1976, 1977, 1978, 1980.	Preschool-12
California Achievement Tests (CTB McGraw Hill)	K-12
Comprehensive Tests of Basic Skills (CTB McGraw Hill)	2-12
Criterion Test of Basic Skills. Novato, CA: Academic Therapy Publications, 1976.	1-6
Iowa Tests of Basic Skills - Primary and Multilevel Batteries (Houghton Mifflin)	1-8
Keymath Diagnostic Arithmetic Test. Circle Pines, MN: American Guidance Service, 1971.	K-8
Metropolitan Achievement Tests (Psychological Corporation)	K-12
Metropolitan Readiness Tests (Psychological Corporation)	K-1
Peabody Individual Achievement Tests. Circle Pines, MN: American Guidance Service, 1970.	1-12
Stanford Achievement Tests (Psychological Corporation)	1-10
Stanford Diagnostic Mathematics Test. New York: Harcourt, Brace, Jovanovich, 1976.	1-12
Stanford Early School Achievement Test (Psychological Corporation)	K-2
Stanford Test of Academic Skills (Psychological Corporation)	8-13
Steenburgen Quick Math Screening Test. Novato, CA: Academic Therapy Publications, 1978.	1-6
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12

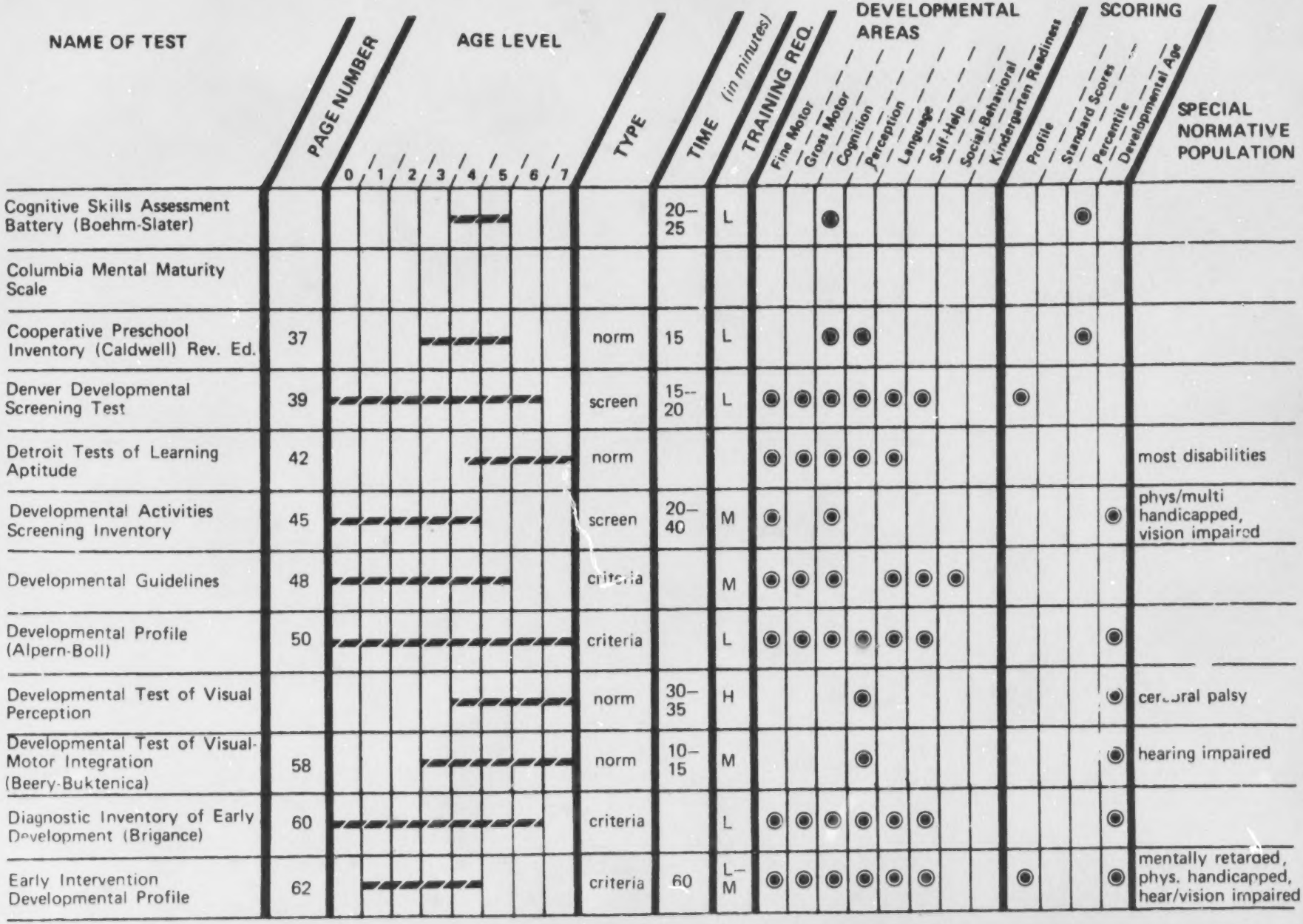
Test and Publisher	Grades Appropriate
The Mathematics Test (Houghton Mifflin)	7-9
Wide Range Achievement Test (Revised). Wilmington, DE: Guidance Associates of Delaware, 1976.	K-12
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement). Hingham, MA: Teaching Resources, 1977.	Preschool-College

TESTING INSTRUMENTS FOR YOUNG CHILDREN

Source: A Review of Assessment Instruments and Procedures for Young Exceptional Children
Wisconsin Department of Public Instruction



E -- expressive language only
R -- receptive language only


NAME OF TEST
PAGE NUMBER
AGE LEVEL
0 1 2 3 4 5 6 7
TYPE
TIME (in minutes)
TRAINING REQ.
DEVELOPMENTAL AREAS
Fine Motor
Gross Motor
Cognition
Perception
Language
Self-Help
Social-Behavioral
Kindergarten Readiness
SCORING
Profile
Standard Scores
Percentile
Developmental Age
SPECIAL NORMATIVE POPULATION
Cognitive Skills Assessment Battery (Boehm-Slater) | | | 20–25 | L | | | | | | | | | | | | | | | | |
Columbia Mental Maturity Scale | | | | | | | | | | | | | | | | | | | | |
Cooperative Preschool Inventory (Caldwell) Rev. Ed. | 37 | | norm | 15 | L | | | | | | | | | | | | | | | |
Denver Developmental Screening Test | 39 | | screen | 15–20 | L | | | | | | | | | | | | | | | |
Detroit Tests of Learning Aptitude | 42 | | norm | | | | | | | | | | | | | | | | | most disabilities
Developmental Activities Screening Inventory | 45 | | screen | 20–40 | M | | | | | | | | | | | | | | | phys/multi handicapped, vision impaired
Developmental Guidelines | 48 | | criteria | | M | | | | | | | | | | | | | | | |
Developmental Profile (Alpern-Boll) | 50 | | criteria | | L | | | | | | | | | | | | | | | |
Developmental Test of Visual Perception | | | norm | 30–35 | H | | | | | | | | | | | | | | | cerebral palsy
Developmental Test of Visual-Motor Integration (Beery-Buktenica) | 58 | | norm | 10–15 | M | | | | | | | | | | | | | | | hearing impaired
Diagnostic Inventory of Early Development (Brigance) | 60 | | criteria | | L | | | | | | | | | | | | | | | |
Early Intervention Developmental Profile | 62 | | criteria | 60 | L–M | | | | | | | | | | | | | | | mentally retarded, phys. handicapped, hear/vision impaired

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0	1	2	3	4	5	6	7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Environmental Language Inventory	66		▬	▬						norm	30--40	M					E				◉	◉			
Environmental Prelanguage Battery	70	▬								criteria		L–M						◉						◉	
Gesell Development Schedule		▬	▬	▬	▬	▬	▬	▬	▬	adaptive	30	H	◉	◉			◉							◉	
Goldman-Fristoe Test of Articulation	77			▬	▬	▬	▬	▬	▬	criteria	30+	M–H									◉		◉		
Goldman-Fristoe-Woodcock Test of Auditory Discrim.						▬	▬	▬	▬	norm	10–15	M					R								
Goodenough-Harris Drawing Test																									
Home Observation for Measurement of Environment (Caldwell)	82	▬	▬	▬	▬	▬	▬	▬		adaptive	60	M					E								
Houston Test of Language Development (Crabtree)		▬	▬	▬	▬	▬	▬			norm	30–60	M					◉							◉	
Illinois Test of Psycholinguistic Abilities (Kirk)	92			▬	▬	▬	▬	▬	▬	norm	45–60	H			◉	◉	◉					◉		◉	
Indiana Preschool Developmental Assessment Scale	100	▬	▬	▬	▬	▬	▬	▬	▬	criteria		L–M	◉	◉	◉	◉	◉				◉				
Infant Behavior Inventory																									
Infant Intelligence Scale (Cattell)	105	▬	▬	▬	▬					criteria	20–30	H			◉							◉			

NAME OF TEST	PAGE NUMBER	AGE LEVEL (0 1 2 3 4 5 6 7)	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Initial Assessment Questionaire	109		criteria	30–45	L	◉	◉	◉		◉	◉			◉				multi handicapped hear/vision impaired
Language Sampling Analysis and Training	113		criteria		M–H					E							◉	
Learning Accomplishment Profile (LAP) (Stanford)	118		criteria		M	◉	◉	◉		◉	◉	◉		◉			◉	
Learning Accomplishment Profile–Diagnostic Ed.	122		criteria	60–90	M	◉	◉	◉		◉	◉			◉			◉	
Learning Accomplishment Profile–Infants																		
Lexington Developmental Scale																		
McCarthy Scales of Children's Abilities	127		norm	45	H	◗	◗	◉	◉	◗					◉	◉	◉	
Merrill-Palmer Scale of Mental Tests (Ball)	131		norm		H	◉	◗			◉	◗				◉	◉		
Milani-Comparetti Developmental Scale	136		criteria	10	H		◉										◉	
Miller-Yoder Test of Language Comprehension																		
Minnesota Child Development Inventory (Ireton)	139		criteria	20–30	L	●	●	●		E	●	●		●			◉	
Minnesota Preschool Scale (Goodenough)	142		norm	30	L–M	●		●		◉					◉	◉		

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0 1 2 3 4 5 6 7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Motor Development Scale (Doudlah)	147		criteria	30–90	M–		◉											
Motor-Free Visual Perception Test	150		norm	10	L–M				◉								◉	
Northwest Syntax Screening Test																		
Oliver			criteria		L					◉				parent				
Ordinal Scales of Psychological Development (Uzgiris & Hunt)			criteria	30–120	M–H									descriptive report				
Parent Readiness Evaluation of Preschoolers (Ahr)	161		criteria	30–45	L	◗		◗		◉				parent			◉	
Peabody Picture Vocabulary Test (Dunn)	165		norm	10–15	M					R					◉	◉	◉	
Pediatric Assessment of Self-Care Activities	168		criteria	30–90	L–M						◉							
Photo Articulation Test	169		norm	5	M					E							◉	
Pictorial Test of Intelligence	172		norm	30–45	M–H			◉	◉						◉	◉		
Portage Guide to Early Education (Revised checklist)	179		criteria			◉	◉	◉		◉	◉	◉						
Preschool Attainment Record-Research Ed. (Doll)	182		criteria	20–30	M	◉	◉	◉		◉		◉		◗				

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0	1	2	3	4	5	6	7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Preschool Language Scale (Zimmerman)	185			▬	▬	▬	▬	▬	▬	criteria	30	M–H					◉				◉		◉		
Preschool Rating Scale																									
Psychoeducational Evaluation of the Preschool Child	187				▬	▬	▬	▬		criteria	45–90	L–M			◉		◉			◉					phys/multi-handicapped, hear/vision-impaired
Psychoeducational Profile (PEP)																									
PIC Kindergarten & Grade Readiness Test						▬	▬			criteria	150–240	M	◉	◉						◉					
Referral Form Checklist (Developmental Therapy) (Wood)	194					▬	▬	▬	▬	criteria	10–20	M					E	◉	◉	◉	◉				
Sentence Repetition Task																									
Sequenced Inventory of Communication Development	199		▬	▬	▬	▬	▬					H					◉				◉	◉			
Skills Inventory (Oregon)	205		▬	▬	▬	▬	▬	▬	▬	▬	criteria		M–H	◉	◉	◉		◉	◉	◉						vision-impaired
Slossen Intelligence Test																									
Social Maturity Scale for the Blind	208		▬	▬	▬	▬	▬	▬	▬	▬	norm		M–H	◉	◉			E	◉	◉			◉		◉	vision-impaired
Southern California Test of Sensory Integration (Ayres)	212				▬	▬	▬	▬	▬	▬	norm	75–90	H				◉					◉			

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0	1	2	3	4	5	6	7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Stanford-Binet Form L-M (Terman-Merrill)	216			▬	▬	▬	▬	▬	▬	norm	30–40	H			◉							◉				
Structured Photographic Language Test	221					▬	▬	▬	▬	norm	15–25	M–H									◉	◉				
Templin-Darley Tests of Articulation	226				▬	▬	▬	▬	▬	norm	25–55	M–H										◉				
Test for Auditory Comprehension of Language (Carrow)	228				▬	▬	▬	▬		norm	20	M											◉	◉		spanish
Test of Language Development (Utah)																										
Test of Learning Aptitude (Hiskey-Nebraska)																										
Test of Motor Proficiency (Bruininks-Oseretsky)																										
Verbal Language Development Scale (Mecham)	231	▬	▬	▬	▬	▬	▬	▬	▬	norm	30	M												◉		
Vineland Social Maturity Scale (Doll)	234	▬	▬	▬	▬	▬	▬	▬	▬	norm	20–30	M					◉	◉				◉		◉		
Vocabulary Comprehension Scale (Bangs)	236			▬	▬	▬	▬	▬		norm	15–30	M												◉		
Wechsler Preschool and Primary Scale of Intelligence	239					▬	▬			norm	50–75	M–H			◉	◉										different social groups
Woodcock-Johnson Psycho-Educational Battery	243				▬	▬	▬	▬	▬	norm	60+	L–M			◉	◉	◉			◉	◉		◉	◉		

TECHNICAL ADEQUACY OF TEST INSTRUMENTS USED IN SPECIAL EDUCATION*

(Partial Listing)

Test	Norms	Reliability	Validity
Intelligence Tests			
Arthur Adaptation of the Leiter International Performance Scale	-	-	-
Cognitive Abilities Test	-	+	+
Culture Fair Intelligence Test	-	-	+
Full Range Picture Vocabulary Test	-	-	-
Goodenough-Harris Drawing Test	-	-	-
Henmon-Nelson Tests of Mental Ability	-	-	-
Kuhlmann-Anderson Intelligence Tests	+	+	+
McCarthy Scales of Children's Abilities	+	+	+
Otis-Lennon Mental Ability Test	+	+	+
Primary Mental Abilities Test	-	+	+
Quick Test	-	-	-
Slosson Intelligence Test	-	-	-
Stanford Binet Intelligence Scale	+	-	-
Wechsler Adult Intelligence Scale	+	+	+
Wechsler Intelligence Scale for Children-Revised	+	+	+
Woodcock-Johnson Psycho-Educational Battery	+	+	+
Achievement Tests			
Brigance Inventory of Basic Skills	-	-	-
California Achievement Test	-	+	-
California Test of Basic Skills	**	**	**
Diagnosis: An Instructional Aid in Math	CR	CR	CR
Diagnostic Reading Scales	-	-	-
Durrell Analyses of Reading Difficulty	-	-	-
Gates-MacGinitie Reading Tests	-	+	-
Gates-McKillop Reading Diagnotic Tests	-	-	-

+ = technically adequate
- = technically inadequate
** = manual not available
CR = criterion referenced
SC = special condition

Test	Norms	Reliability	Validity
Gilmore Oral Reading Test	-	-	-
Gray Oral Reading Test	-	-	-
Iowa Test of Basic Skills	+	-	-
Key Math Diagnostic Arithmetic Test	-	-	-
Metropolitan Achievement Test	-	+	-
Peabody Individual Achievement Tests	+	+	+
Silent Reading Diagnostic Tests	-	+	+
Spache Diagnostic Reading Scales	-	-	-
SRA Achievement	+	-	-
Stanford Achievement Test	+	+	+
Stanford Diagnostic Mathematics Test	+	+	+
Stanford Diagnostic Reading Test	+	+	+
Wide Range Achievement Test	-	+	-
Woodcock-Johnson Psycho-Educational Battery	+	+	+
Woodcock Reading Mastery Tests	+	+	+
Perceptual-Motor Tests			
Bender Visual Motor Gestalt	-	-	-
Developmental Test of Visual-Motor Integration	-	-	-
Developmental Test of Visual Perception	-	-	-
Memory for Designs Test	-	-	-
Motor Free Visual Perception Test	-	-	-
Purdue Perceptual-Motor Survey	-	-	-
Wepman Auditory Discrimination Test	-	-	-
Behavioral Recordings			
Frequency Counting or Event Recordings	SC	SC	SC
Interval or Time Samplings	SC	SC	SC
Permanent Products	SC	SC	SC
Peterson-Quay Behavior Problem Checklist	-	-	-
Personality Tests			
Piers-Harris Self-Concept Scale	-	-	-
Rorschach-Inkblot Technique	-	-	-
School Apperception Method	-	-	-
Thematic Apperception Test	-	-	-

Test	Norms	Reliability	Validity
Adaptive Behavior Scales			
AAMD Adaptive Behavior Scale	-	-	-
AAMD Adaptive Behavior Scale (School Version)	+	-	-
Vineland Social Maturity Scale	-	-	-
Language Tests			
Carrow Elicited Language Inventory	-	-	-
Detroit Tests of Learning Aptitude	-	-	-
Goldman-Fristoe Test of Articulation	CR	+	+
Illinois Test of Psycholinguistic Abilities	-	-	-
Northwestern Syntax Screening Test	-	-	-
Peabody Picture Vocabulary Test	-	+	+
Test for Auditory Comprehension	-	-	-
Utah Test of Language Development	-	-	-

*Sources: Salvia, J., & Ysseldyke, J. E. Assessment in special and remedial education. Boston: Houghton Mifflin, 1978.

Thurlow, M. D., & Ysseldyke, J. E. Current assessment and decision-making practices in model LD programs. Learning Disability Quarterly, 1979, 2(4), 15-24.

Ysseldyke, J. E., Algozzine, B., Regan, R., & Potter, M. Technical adequacy of tests used by professionals in simulated decision making. Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1979.

SECTION IX

SELECTED PROFESSIONAL READINGS ON ASSESSMENT

McLoughlin, James A. and Rena B. Lewis.
Assessing Special Students: Strategies and Procedures.
Columbus, Ohio: Charles E. Merrill Publishing Co., 1981.

Salvia, J. and J. E. Ysseldyke.
Assessment in Special and Remedial Education.
Boston: Houghton Mifflin Co., 1978.

Wallace, Gerald and Stephen C. Larsen.
Educational Assessment of Learning Problems: Testing for Teaching.
Boston: Allyn and Bacon, 1978.

SECTION X

DEFINITION OF TERMS

ADAPTIVE BEHAVIOR The ability to cope with the demands of the environment; includes self-help, communication, and social skills.

AGE SCORE Also called age equivalent; a score that translates the student's test performance into an estimated age; reported in years and months.

ALTERNATE SCORE A score resulting from the administration of standardized tests under altered conditions.

ANALYSIS A method of interpretation of assessment results that considers student strengths and weaknesses and the interrelationships among the factors assessed.

APPLICATION SKILLS The ability to use reading, math, and other academic skills in real-life situations.

ATTENTION The selective narrowing or focusing on the relevant stimuli in a situation; a prerequisite for perception, memory, and all types of learning activities.

BASAL In test administration, the point at which it can be assumed that the student would receive full credit for all easier test items.

CEILING In test administration, the point at which it can be assumed that the student would receive no credit for all more difficult test items.

CHRONOLOGICAL AGE The number of years and months since birth.

CRITERION-REFERENCED TEST An informal assessment device that compares the student's performance to the curriculum rather than to the performances of other students.

DISCREPANCY IN READINESS AREAS The readiness areas are those pre-academic skills that prepare the child for academic work in reading, written expression, spelling and math. They include receptive and expressive language and fine motor functioning. For a discrepancy in the readiness areas to be considered significant, the child must be functioning at least one year below his expected functional level based upon age and intellectual ability.

DUE PROCESS Procedural safeguards established to ensure the rights of exceptional students and their parents.

ECOLOGICAL APPROACH An approach to assessment that focuses on the student's interaction with the environment rather than on the deficits of the student.

ERROR ANALYSIS A type of work sample analysis that describes and categorizes the incorrect responses of the student.

EXPRESSIVE LANGUAGE The production of language as in speaking and writing.

EXPECTED ACHIEVEMENT Level at which one would expect a student of certain intelligence, age and school experience to function. It is computed by multiplying full scale intelligence times years in school.

FINE MOTOR SKILLS In motor development, the use of the small muscles of the body, especially involving the hands.

FORMAL TESTING Assessment procedures that contain specific rules for administration, scoring, and interpretation; are generally norm-referenced and/or standardized.

FUNCTIONAL ACHIEVEMENT LEVEL Level at which a student is performing in the readiness and/or the basic skill areas of reading, spelling, written language and math. Determination shall be based on a combination of formal and informal individualized achievement tests, criterion-referenced measures, observations and an analysis of classroom expectations in basic skill areas.

GRADE SCORE Also called grade equivalent; a score that translates the student's test performance into an estimated grade; expressed in grades and tenths of grades.

GROSS MOTOR SKILLS In motor development, the use of the large muscles of the body.

IN-CHILD DISABILITY Exists when the child's inability to learn is attributable to a learning system deficit, not to an external cause.

INFORMAL TESTING Assessment procedures without rigid administration, scoring, and interpretation rules; includes criterion-referenced tests, task analyses, inventories, etc.

INTELLIGENCE The ability of an individual to understand and cope with the environment (generally measured by intelligence or "IQ" tests which predict academic aptitude).

INTERINDIVIDUAL ASSESSMENT Assessment that compares the performance of the student to the performance of others.

INVENTORY An informal assessment device that samples student performance on several aspects of a curricular sequence; for example, math skills.

IQ Intelligence quotient; a standard score yielded by measures of intellectual performance.

LANGUAGE SAMPLE A work sample analysis of the student's oral or written language.

LEARNING APTITUDE The capacity for altering one's behavior when presented with new information; the ability to learn; generally measured by tests of intellectual performance and adaptive behavior.

LEARNING STRATEGIES Methods used by individuals to learn; include verbal mediation, visual imagery, organization, etc.

LEARNING STYLE The manner and environmental circumstances under which one acquires and utilizes concepts and/or skills.

MA Mental age; a score yielded by some measures of intellectual performance.

MINORITY REPORT Report filed with the M-team report by any dissenting member of the M-team. A minority report should state the reason for dissenting.

MORPHOLOGY The study of morphemes, or the smallest meaningful units of language.

MOTOR SKILLS Skills using the small muscles (fine motor) and large muscles (gross motor) of the body.

NONDISCRIMINATORY ASSESSMENT Assessment that does not penalize students for their sex, native language, race, or culture.

NORM-REFERENCED STANDARDIZED TEST A test that compares a student's performance to that of the students in the norm group.

NORMAL INTELLIGENCE For purposes of Wisconsin's LD criteria, normal intelligence is defined as a measured full scale intelligence at or above a minus one standard deviation or verbal/performance intelligence of 90 or above.

OBSERVATION An informal assessment technique that involves specifying, counting, and recording behaviors.

ORAL LANGUAGE The reception and expression of the semantic, syntactical, morphological, and phonological aspects of language; involves listening and speaking.

PERCENTILE RANK SCORE A score that translates student test performance into the percentage of norm group students that performed as well as or poorer than that student on the same test.

PHONOLOGY Study of the smallest units of oral language, phonemes or speech sounds.

POTENTIAL FOR NORMAL INTELLIGENCE Individuals whose measured intelligence falls below the criteria for normal intelligence, but who demonstrate normal ability to learn in other manners may be considered to have "potential for normal intelligence." This concept should only be applied in those rare situations where it is not possible to obtain a true psychometric measure of learning aptitude. In these unusual cases, written documentation must be provided to support the position that normal intelligence exists. Such evidence should include the results of previous testing and observation of academic and behavioral performance.

PROTOCOL The test form or student answer booklet.

QUESTIONNAIRE An informal assessment device in which the informant reads questions and writes the answers.

RATING SCALE An informal assessment device in which the informant judges or rates the performance of the student.

RAW SCORE The first test score calculated; usually indicates the number of correct responses plus the number of items assumed correct.

REASONABLE CAUSE Equivalent to probable cause in legal terms. Basically it is the reasonable ground for belief that the facts warrant a referral for exceptional education. The referral notice should include the reasonable cause.

RECEPTIVE LANGUAGE The processing of language, as in listening and reading.

RELIABILITY Refers to a test's consistency; types of reliability include test-retest, alternate form, split-half, and interrater.

RESPONSE ANALYSIS A type of work sample analysis in which both errors and correct responses are considered.

SEMANTICS That aspect of language which deals with meaning, concepts, and vocabulary.

SIGNIFICANT DISCREPANCY Synonymous with "severe discrepancy." Defined as functional achievement at or below 50% (.5) of expected achievement.

STANDARD ERROR OF MEASUREMENT A statistic that estimates the amount of measurement error in a score.

STANDARD DEVIATION A statistic that represents the variability of scores.

STANDARD SCORE A derived score with a set mean and standard deviation; examples are IQ scores, scaled scores, and T-scores.

STANDARDIZATION SAMPLE The group used to establish scores on norm-referenced tests.

STANDARDIZED TEST A test in which the administration, scoring, and interpretation procedures are standard or set; usually norm-referenced.

STANINE A derived score equivalent to a range of standard scores; stanines divide the distribution into nine ranges.

STUDENT PROFILE A graph upon which scores are plotted (including achievement scores in reading, spelling, written language, math), to provide a visual description of over all functioning.

SYNTAX The grammatical structure of language.

TASK ANALYSIS An informal assessment technique in which a task is broken into a list of subtasks and its essential components; types of task analysis include functional and structural.

TEAM APPROACH An approach to assessment that requires the active involvement of professionals from many fields, parents, perhaps the exceptional person, and other interested parties.

VALIDITY The degree to which a test measures what it purports to measure; types of validity include content, criterion-referenced (predictive and concurrent), and construct.

WORK SAMPLE ANALYSIS An informal assessment technique in which samples of student work are studied.

WRITTEN LANGUAGE Refers to the aspects of semantics, syntax, morphology, handwriting, spelling, and mechanics involved in the composition of language.